

APR Template – Part B (4)

State

Part B State Annual Performance Report (APR) for _____ (Insert FFY)

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator – 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Measurement:

State reported data, including 618 data and annual performance reports are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Assessment and Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

Overview of Issue/Description of System or Process:

Rhode Island utilizes a number of different databases across multiple programs to meet to both OSEP and state data reporting requirements. One of the primary systems is the eRIDE system which is utilized to collect the data for the following OSEP reporting: the Child Count, Personnel, Educational Environments, and the Exiting data reporting. The eRIDE system is a web-based system which was implemented to streamline data collection and information. The system provides a secured portal for each district and school to input, submit or upload data through a single pipeline. The eRIDE system has been in place for a number of years. eRIDE provides a Record Identifier Module which assigns and ensures a unique statewide identifier to each school, each teacher, and each student. The student identifier is called a SASID, State Assigned Student Identifier. The various data collection systems within eRIDE are straightforward.

In addition to eRIDE, the following databases are in various stages of being moved into the data warehouse. The state utilizes the State Reporting Module (SRM) before any data can be uploaded into the data warehouse. The State Reporting Module is an additional mechanism which ensures further validation and accuracy of the data. The State Reporting Module has more sophisticated business rules which validate the data across databases. For instance, a student's information in the special education census is validated against the student's enrollment record. Any discrepancies in the information between systems are listed as errors to be addressed by the local education agency or school district.

Data Source:

State selected data sources, including the state eRIDE web-based system, the data warehouse, the assessment system, the Dispute Resolution system, and the monitoring systems.

Measurement:

State reported data including 618 and the SPP/APR reports are submitted on time:
Child Count, Educational Environments and Assessment are due on or before February 1.
Personnel, Discipline, Exiting, and Dispute Resolution are due on or before November 1.

Ensuring Data Accuracy:

The Data dictionaries are created by data managers in conjunction with program managers pertaining to the relevant program areas. The data dictionaries are available to the LEAS electronically on the eRIDE system.

Annually training is provided to the LEAs in which the data managers, program managers and the data entry are updated and reviewed on the various systems. The trainings cover data entry, data validation and reporting requirements. In addition, the Rhode Island Department of Education has bi-weekly meetings with the LEAs' data managers to converse on the various systems requirements and timelines and to discuss any issues.

Validation checks occur as the data is input. Data is validated against a table set and across field edits. A unique student identifier called the State Assigned Student Identifier (SASID) not only ensures a connection of that student across the various systems, but also ensures that students are not duplicated within a single school district or by two different school districts.

Each system has maintenance reports which must be run and addressed prior to the data collection cycle. In addition, the various data systems are in the process of becoming part of the new data warehouse. Prior to any data being uploaded into the data warehouse, the data must be uploaded into the State Report Module. The State Report Module has many complex business rules which not only include the rules that each database has via edits, validations and maintenance reports, but there are many additional business rules that occur at this time. As part of the auditing process, the State Reporting Module also validates data across various database systems to ensure validity and accuracy. Errors generated from the State Reporting Module must be addressed before the data can be uploaded into the data warehouse. The State Reporting Module has another auditing process. Once the data clears the State Reporting Module, the local education agency or school district must certify their data on the SRM before the data will be uploaded into the data warehouse. A head count certification must be signed and returned to the Rhode Island Department of Education by the LEA as yet another aspect of the auditing process. Technical assistance is provided via phone, email or an onsite visit by the state as 'needed'. LEAs and school districts are contacted when anomalous data between years occur.

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FFY	Measurable and Rigorous Target
2006 (2005-2006)	100% Accuracy and timeliness. All reports will be sent to OSEP on or before the designated date.
2007 (2006-2007)	100% Accuracy and timeliness. All reports will be sent to OSEP on or before the designated date.
2008 (2007-2008)	100% Accuracy and timeliness. All reports will be sent to OSEP on or before the designated date.
2009 (2008-2009)	100% Accuracy and timeliness. All reports will be sent to OSEP on or before the designated date.
2010 (2009-2010)	100% Accuracy and timeliness. All reports will be sent to OSEP on or before the designated date.
2011 (2010-2011)	100% Accuracy and timeliness. All reports will be sent to OSEP on or before the designated date.

Actual Target Data for 2007-2008:

The target was set at 100% for State reported data, including 618 data and annual performance reports to be submitted on or before due dates (February 1 for Child Count, Educational Environments and Assessment; November 1 for Personnel, Exiting and Discipline Reports).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-2008:

As stated above in Data Accuracy, the state implemented a data warehouse and the State Reporting Module. This should help to accelerate the data collection process, ensure a more rigorous auditing process and further ensure more accurate data as the validity of the data is validated across systems.

During this timeframe, Rhode Island lost some veteran personnel at both the state level as well as the local school district level (because of a change in pension/retirement system). At the school district level, there has been layoffs and bumping as well. Personnel who had worked with some of these programs and systems for many years, in many instances are no longer there. With less FTEs and new personnel who may not be as familiar with some of the programs as personnel were in the past, it has made it a little more difficult to meet the federal reporting deadlines. Another change in the pension/retirement system is being discussed which may further reduce the personnel (state and local education agencies) and further erode the knowledge base and could impede the progress.

For Discipline and Personnel reporting, it has been difficult to meet the federal reporting deadlines. In September 2008 members of OSEP visited RIDE and discussed with the appropriate personnel the importance of meeting these deadlines.

Timeliness: (refer to: 618 State Reported Data Chart for Calculations).

100% of the 618 reports were submitted on time for school year 2007-2008.

The office of Diverse Learners is responsible for The Child Count, Environments, Exiting, and Dispute Resolution and SPP/APR reporting.

The following offices provide the data to the office for Diverse Learners:

Assessment data is generated from the Office of Assessment and Accountability,

The Discipline data is generated from the office of Middle and High School Reform,

The Personnel data is generated from the office of Educator Quality and Certification, all deadlines were met.

(See Part B Indicator 20 Chart for calculations).

Completeness of Data: (refer to: 618 State Reported Data Chart)

100% All reports were found to have met to be complete for school year 2007-2008.

Passed Edit Check: (refer to: 618 State Reported Data Chart)

100% All reports passed the federal edit checks for school year 2007-2008.

Responded to Data Note Requests: (refer to: 618 State Reported Data Chart)

100% of all of the 618 Island requests for data notes for school year 2007-2008 were provided.

Data Accuracy:

Data Reporting: The SPP and APR reports are available to the public via the web. Currently, the 618 reports are available to the public upon request. Limitations of the report are clearly explained.

System Management and Documentation:

eRIDE provides a listing of all State reporting requirements for the LEAS on the eRIDE website.

All data fields are documented and explained in the manual provided to the LEAS.

RIDE lists all reporting requirements and timelines for review on its website. This is updated and reviewed annually. All data reports and related supported documents are retained for

at least three years for auditing purposes. The Referral and Evaluations Within 60 Days Requirements is a system which has been implemented for the school year 2007-2008.

See Improvement Activities for further information.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for School Year 2007- 2008:

All LEAS have been moved to the eRIDE system for the school year 2007-2008. In continued collaboration with stakeholders, activities, timelines, resources will be identified to improve statewide performance on this indicator and to reach the levels of performance for delineated targets. There are ongoing continuous improvement activities that the State utilizes to support LEAs in their improvement efforts. These activities are reflected in the following chart.

Improvement Activities	Timelines	Resources
Continue to develop, refine and eRIDE system to maintain database and performance of system for the identification and correction of IDEA noncompliance.	July 2007 and onward.	RIDE Personnel in accordance with the responsibilities assigned to each system.
Revisions to the eRIDE system to accurately reflect data regarding children with Disabilities. This includes implementing new data field requirements to fulfill those mandated in accordance with the new federal and state regulations. And, in order to align with the New IEP format.	July 2007 and onward.	RI Department of Ed. Technology Support staff and the Diverse Learners' Data Manager.
Revisions to the eRIDE system to accurately reflect data regarding children with disabilities. This includes providing more training and documentation in accordance with Referral and Evaluation Process Within Sixty Days (Special Education Initial Evaluation system).	July 2007 and onward.	RI Department of Ed. Technology Support staff and the Diverse Learners' Data Manager.
Move the data from eRIDE to the Data Warehouse to accelerate the processing of the data to meet the federal deadline. Starting with the Child Count, Educational Environment and Exiting Data.	December 2007 forward.	RIDE technology staff and Data Warehouse team.
RIDE will continue to meet and work with Dept of Human	July 2007 forward.	RIDE personnel and RI Dept Of Health Personnel.

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Services to investigate the feasibility of adding the unique State Assigned Student Identifier (SASID) onto the Part C data to facilitate a better method of matching children in Part C with those in Part B.		
Continue to meet with LEA Data Managers on a bi-weekly basis to collaborate, coordinate and further develop policies and procedures to improve the data and data collection process.	July 2007 onward.	RIDE Technology Staff.
Develop and modify documentation to all appropriate personnel.	Ongoing.	RIDE technology staff, program/coordinators and LEA data managers.
Continue to collaborate with other offices within RIDE as well as LEAs to ensure more timeliness for meeting data reporting deadlines.	Ongoing.	RIDE technology staff, program/coordinators and LEA data managers.
Continue to work with vendor on the State Reporting Module to further ensure data accuracy for the data warehouse.	Ongoing	RIDE Technology staff and program/coordinators.
Identify and address state data system modifications as data requirements change	Ongoing	RIDE Technology staff and program/coordinators.